Post-Secondary Education Opportunities and Student Support Systems for American Indian/Alaska Native Youth

February 26, 2014

Tribal Law and Order Act

Background:

- Signed into law
  July 29, 2010
- Reauthorizes and amends:
  Indian Alcohol and Substance Abuse Prevention and Treatment Act (IASA) of 1986

Key Features:

- Three (plus) federal Departments
- Establishes a Memorandum of Agreement amongst federal departments
- Created working groups to address specific areas impacting TLOA

Shared Roles:

- HHS: prevent substance abuse & promote behavioral health (SAMHSA); treatment and rehabilitation (IHS)
- DOI: programs in education, social services, law enforcement
- DOJ: public safety and law enforcement issues critical to tribal communities

Native Youth and Educational Services

Goals:

- Identify federal resources appropriate to youth programs addressing substance abuse
- Gather, maintain, and update information on programs, materials, and resources on educational services or benefits to Indian children
- Federal efforts/capacity
- Tribal, State, local, & private resources
- Collaborate with other IASA Workgroups in developing appropriate materials for tribes seeking assistance, including the development of a Tribal Action Plan

Post-Secondary Education Opportunities and Student Support Systems for American Indian/Alaska Native Youth Webinar Presenters

- Billie Jo Kipp, Ph.D., is the President of the Blackfeet Community College. She is an enrolled member of the Blackfeet Tribe and graduated from the University of Montana with a doctorate in clinical psychology. She spent 10 years as a research professor at the University of New Mexico before coming home to take the head position at BCC. She has researched and published on Native American mental health with a focus on Native children. Her 15 years of clinical practice with various tribes helps to bring a unique understanding of Native American mental health needs.

- Cecilia Cometsevah, PhD, LMHC, is Cheyenne & Navajo and a Sand Creek Descendent. Her educational background includes counseling education, special education, a bilingual education transitioning endorsement from UC Greeley, and PhD in Higher Educational Leadership and Management. She is a licensed Therapist and has worked in the area of mental health trauma. She taught for 3 years at SIPI and currently serves as the Academic Service Coordinator. She also oversees the Coaching (tutoring) program, Special Needs, Enrollment/Placement, First Year, and Substance and Behavioral Health Counseling.

- Nikki Santos is the Federal-Tribal Relations & Special Initiatives Associate at the American Indian Higher Education Consortium (AIHEC). Her role allows her to work directly with federal stakeholders, tribes and tribal leadership to raise the tribal college profile. Nikki is an enrolled member of the Coeur d'Alene Tribe and a direct descendent of Chief Spokane Garry. A graduate of the University of Washington, Nikki has her Bachelor's degree in Arts & Science with a major in American Indian Studies.
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Tribal Colleges & Universities:

- Strengthening Native Nations Through TRIBAL Higher Education
- Indian Health Service Youth Regional Treatment Centers Webinar

37 TCUs – More than 75 Campus in U.S. -- 15 States

Serving 88,,000+ American Indians in 15 states through academic and community education programs.
34 TCUs are chartered by their respective Tribal governments; 3 are chartered by the U.S. government)

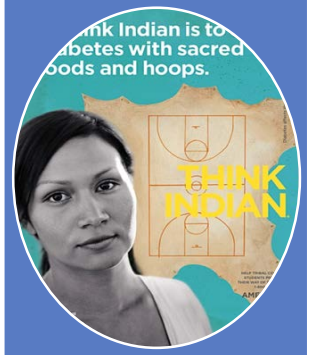
Strengthening Tribal Nations

Comprehensive Education Systems:

Head Start

Dual Credit

STEM Retention: Participatory Research



Preparing Professional Workforce:

Nursing: 2 TCUs lead Nation in AIs

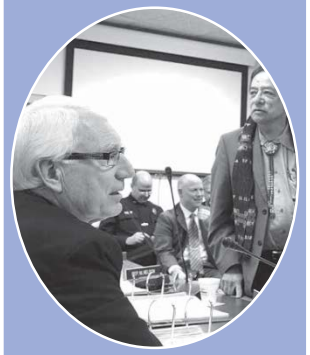
Teaching: TCUs lead Nation

SUSTAINABILITY:

Native Language Restoration

Climate Change-Sustainability

Food Sovereignty



Economic Impact & Civic Development:

ND TCUs = $182M to State's Economy

Student Leadership & Voting

Building Tribal Nations

Most TCUs have DEGREE programs in:

- Human Services (22)
- Business (32)
- Tribal Studies (29)
- STEM & Natural Res. Manage-ment (34)
- Educ-ation (34).

All have Native Language and Native Studies programs.

Tribal Colleges & TCU Students

15 TCUs offer 4-year degrees; 4 approved for Master's degree

Ave. Age: 16-24 years; FT Males up 34% in 7 yrs

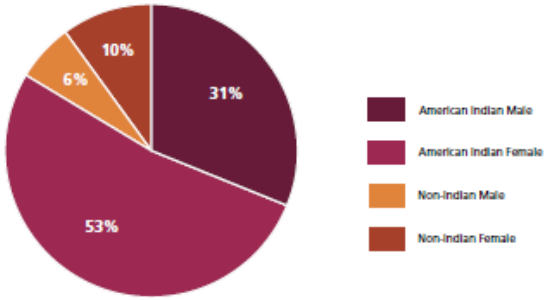
Developmental Challenges:

60-80%

Financial support: 80%

In past 8 years, Completion up 32%, Degrees up 17%

Enrollment by Gender and Ethnicity, 2009–2010



TCUs Achieve Success While Being the Most Poorly Funded IHE in the US!

AMERICAN INDIAN HIGHER EDUCATION CONSORTIUM

1973 2013 40 ANNIVERSARY

Founded in 1973 to focus on federal legislation

Today (40 Years), AIHEC's role & mission is broad:

Policy/Advocacy; TA & Networking; Research & Accountability; Outreach/Promotion; National & International Partnerships…

AIHEC Proprietary

AIHEC Strategic Plan 2011-2015 Goals

TCU Advancement (Funding)

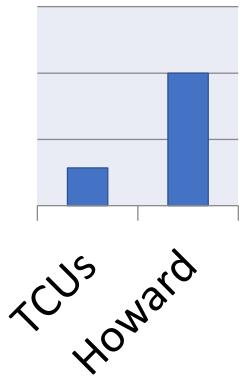
Performance Accountability

Strengthening Communities ("Peoplehood")

Student Engagement

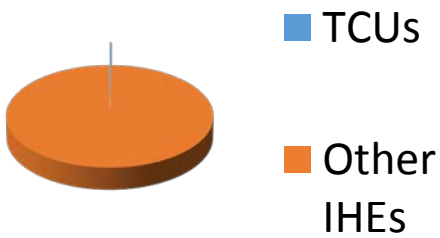
AIHEC Proprietary

TRIBAL Colleges: Most Poorly Funded IHE in US



- $5,865: Federal Operating Funds Per ISC, 26 TCUs
- $20,000: Federal Operating Funds, Howard University

- $4.3 M: USDA, Annual TCU-1994 land-grant Extension (33)
- $294 M: USDA, Annual State-1862 land-grant Extension (50)

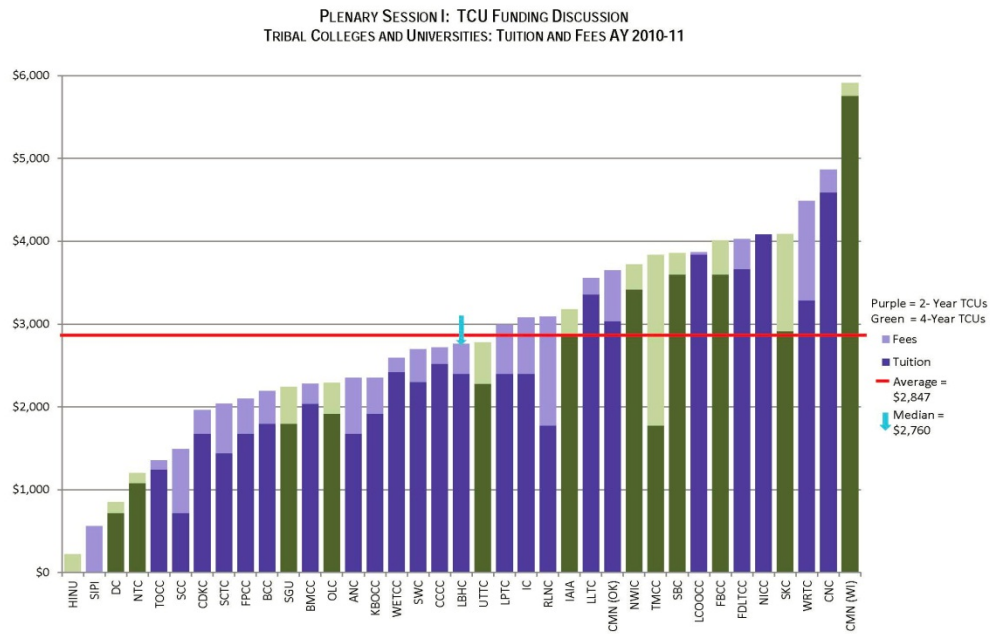


- $1.8 M: USDA, Annual TCU-1994 land-grant Research
- $236 M: USDA, Annual State-1862 Research
- $51 M: USDA, Annual HBCU-1890 Research (17)

- $10.5 M: Federal TCU STEM Funding, 2009
- 4.2 BILLION: Federal IHE STEM Funding, 2009 (TCUs = 0.25 percent)

- From 5.11% to 14%: TCU Sequester Cut
- $2,850: Average Annual TCU Tuition (cost: $13,000)
- $100,000-$400,000: TCU Tuition Write-off

TCUs Need Support from TRIBES to address the Federal Inequities!



AIHEC Vision

AIHEC
AMERICAN INDIAN HIGHER EDUCATION CONSORTIUM
1973 2013
40 ANNIVERSARY

Sovereign Nations through Excellence in Tribal Higher Education.

WWW.AIHEC.ORG

SOUTHWESTERN INDIAN POLYTECHNIC INSTITUTE

Mission

Southwestern Indian Polytechnic Institute is a National Indian Community College that prepares Native American students to be productive life-long learners as tribal members in an ever-changing global environment. As a land grant institution, SIPI partners with tribes, employers, and other organizations with a stake in Indian education. An enduring commitment to student success is the hallmark of SIPI's operations.

Vision

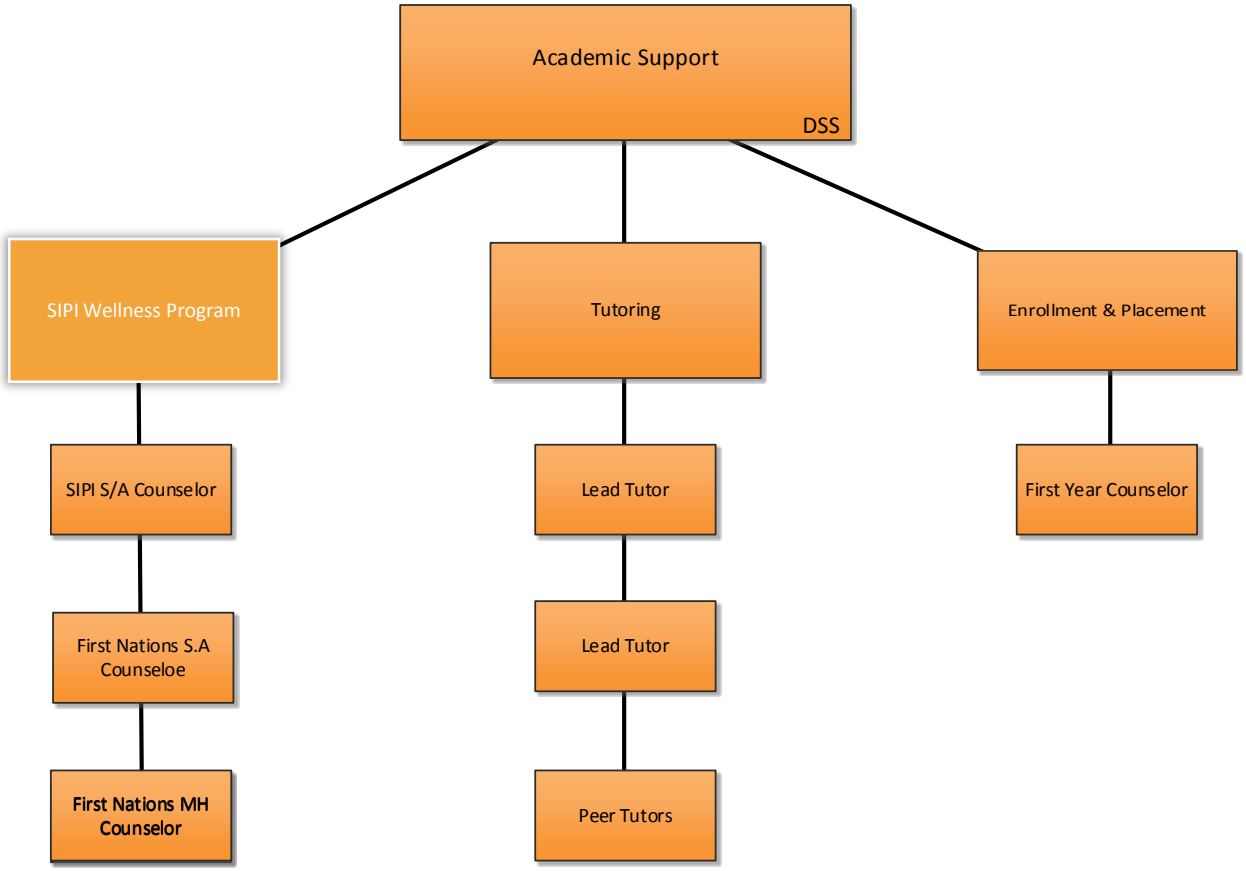
By the year 2020, Southwestern Indian Polytechnic Institute (SIPI) will solidify its position as a preeminent higher learning institution, providing a range of career and transfer opportunities for Native learners throughout the United States including Science, Technology, Engineering, and Mathematics (STEM). Recognized for its unwavering commitment to success for all students, SIPI is innovative in the pursuit of educational excellence. SIPI collaborates with tribes and other entities with a stake in Indian education. SIPI's graduates are proud of their Native American culture in a pluralistic, globalized world and are ready to compete with the best graduates from colleges and universities anywhere.

CANDIDATE

Higher Learning Commission North Central Association

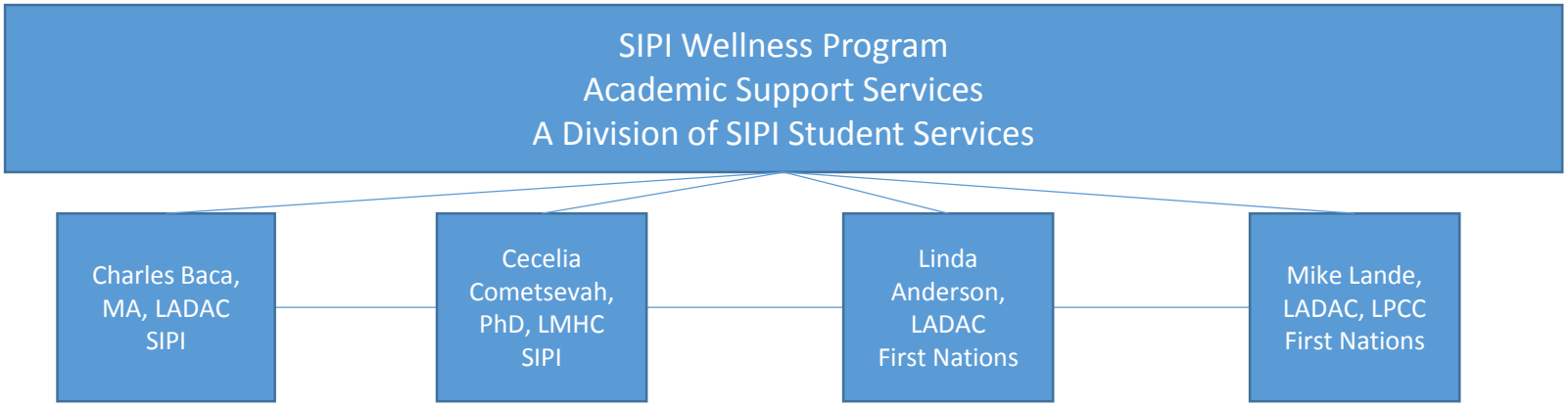
LINK TO THE HLC WEB SITE

Alteration and/or unauthorized use prohibited.



Mission

SIPI Prevention & Wellness Program will develop student services that enables student success by implementing social, cultural and behavioral adaptations skills in order to promote student wellness and address student retention efforts at SIPI.



SIPI Diversion Program – Residential, SIPI Security, Student Rights Office, DSS

- First Nations Community Health – Outreach, Cultural Component [YDDC]
- MATS Community Presentations
- Indian Health Services-Behavioral Health Services
- University of New Mexico Psych-Emergency Services
- University of New Mexico-Native Services
- Bernalillo County Sheriffs Departments
- Rape Crisis Center of New Mexico / Four Winds Recovery Community Prevention Presentations

SIPI Questions and Answers

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Blackfeet Community College

Presented by Dr. Billie Jo Kipp, President

- 55.1% of graduates in the BIE system are students with Individualized Education Plans/Programs (IEPs).
- 10.81% of all students drop out (PK-12) of the BIE system; 13.1% of these students are students with disabilities.

*U.S. Bureau of Indian Education National Advisory Board, Annual Report 2013.

- Research clearly indicates the development of high quality, individualized transition plans better prepare students for successful entry and completion of their postsecondary pursuits.
- The Part B State Performance Plan Indicator 13 states: "Percent of youth 16+ with an IEP with measurable, annual IEP goals and transition services."
- The Indicator 13 score of 77% for the BIE falls far below the federal standard of 100%, and it remains one of the few consistent indicators missed by the BIE.

- Equally important is that only 40% of students who exit high school are engaged in some form of college training, vocational training, or employment one year out of high school.

Table 1. Perception that alcohol use is a normal activity among TCU students by region. Percent of participating students, faculty and staff who marked "yes"[a], (n=340 in 27 TCU, TCU-DAPSS 2012).

Region TCU is located	Among male students	Among female Students	Among students who live on campus[b]	Among students who live off campus[b]
Pacific Northwest & Alaska	85.2	81.9	56.0*	86.4
Northern & Southern Plains	89.1	81.9	45.6*	85.9
Southwest	88.7	73.6	73.3*	87.8
Great Lakes	91.7	88.5	64.7*	88.2
Total	88.8	81.8	57.2	86.7

Notes:

[a] The survey question asks: "Do you think drinking is a normal activity in the social life of the following groups at [insert TCU name]? Please choose a response for each group." Response categories are: (1) Yes, (0) No, and (2) Not applicable.

[b] "Not applicable" responses are excluded; for example, TCU without on campus student housing.

* Chi-square tests shows that difference is significant by region where the TCU is located (p<.05).

Table 2. Perception that drug use is a normal activity among TCU students by region. Percent of participating students, faculty and staff who marked "yes"[a], (n=340 in 27 TCU, TCU-DAPSS 2012).

Region TCU is located	Among male students	Among female Students	Among students who live on campus[b]	Among students who live off campus[b]
Pacific Northwest & Alaska	47.5	42.4	27.3*	48.1
Northern & Southern Plains	60.8	52.6	28.2*	57.9
Southwest	52.9	48.9	54.8*	56.8
Great Lakes	45.3	41.5	---	45.5
Total	54.4	48.2	33.5	54.0

Notes:

[a] The survey question asks: "Do you think taking drugs is a normal activity in the social life of the following groups at [insert TCU name]? Please choose a response for each group." Response categories are: (1) Yes, (0) No, and (2) Not applicable.

[b] "Not applicable" responses are excluded; for example, TCU without on campus student housing.

* Chi-square tests shows that difference is significant by region where the TCU is located (p<.05)

--- Cell size smaller than 11.

BCC Innovations

- Behavioral Health Aide
- This project would empirically evaluate the efficacy of a culturally adapted and empirically-based curriculum designed to train behavioral workforce in core mental health domains within a tribal college.

Specific Aims:

- Establish separate scientific and community advisory boards to help culturally adapt the Behavioral Health Aide Certification curriculum for the Blackfeet Community College
- Adapt and pilot the curriculum via both on-site and distance based technology.
- Assess the empirical efficacy of the intervention using digital technology adapted for the geographic isolation of remote reservation communities in this region.
- Develop curriculum suitable for dissemination to other reservation communities using telemedicine and web-based delivery modalities.

- Brief Alcohol Screening and Intervention for College Students (BASICS).
- Would provide an intervention at 6 TCU for both individual students <u>and</u> the college-level to adjust alcohol and drug policies.
- Funds for each college toward capacity building.

Community Based Education Intervention at BCC

Societies:

- The societies are based on no one is better than no one: we all come together to help and assist each other for a common goal…retention of students…..but it is our way of life to help each other in our community. (Mike LaFromboise, Piikani Studies Division Chair)

Staff and Faculty protocol*:*

- **1. Avoid meddling in personal affairs of students like family confrontation, just serve as a good listener:**
- **2. Try and recognize when students need more than you can provide in mentoring, but always remain supportive.**
- **3. Maintain a comfortable inviting atmosphere for students and communicate the importance of them striving for their goals.**
- **4. Treat our students like adults and let them lead the discussions, activities, encourage opportunities to engage with other societies and never enable students.**

FOR MORE INFORMATION

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